

## MANAGEMENT OF TRADITIONAL PESANTREN IN CULTIVATING STUDENTS' ENTREPRENEURIAL BEHAVIOR

**Tosuerdi**

Sekolah Pascasarjana Universitas Islam Nusantara  
tosuerdi@uninus.ac.id

**Agus Mulyanto**

Sekolah Pascasarjana Universitas Islam Nusantara, Indonesia  
agusmulyanto@uninus.ac.id

**Abdul Holik**

Sekolah Pascasarjana Universitas Islam Nusantara, Indonesia  
abdulholik@uninus.ac.id

### ABSTRACT

*This article examines the management patterns of pesantren salaf, pesantren Kanzul Ulum and an-Nida are as a sample, in fostering entrepreneurial behavior among students. This research applies a qualitative approach, which provides an in-depth picture of the actual situation in the field. This research uses the theory of four management functions; Planning, Organizing, Actuating and Controlling. Pesantren have a rich collective scientific heritage. So far, pesantren have prepared the younger generation in various aspects of life, including agriculture, as a symbol of their preparation for the outside world. However, currently, the focus of these preparations has shifted to entrepreneurship, considering its important role in the current global economy. The research results show that Pesantren need to strengthen their identity as Islamic educational institutions before including the field of entrepreneurship into the curriculum. The implementation of a curriculum that is integrated with entrepreneurship needs to be supervised by Islamic boarding school administrators to maintain the Islamic integrity of students in the world of entrepreneurship. The aim is to create students who are competent in the field of entrepreneurship without being trapped in purely material interests.*

**Keywords: Management, Traditional Pesantren, Enterpreuneurship, Fostering entrepreneurial behavior**

## A. INTRODUCTION

The pesantren salaf is indeed the oldest educational institution in Indonesia which has strong traditional roots. However, the view that pesantren are outdated is a view that needs to be looked at more deeply. As an educational institution with a long history, pesantren have experienced significant transformation and adaptation over the years.

One thing that needs to be understood is that pesantren are not static educational institutions. Although Pesantren may maintain traditional values in religious and cultural education, many of them have implemented innovations and changes in various aspects. This includes the use of modern technology for distance education, the development of curricula that are more relevant to the needs of the times, and efforts to combine religious education with skills development that meets the demands of the job market.

Pesantren salaf have diligently implemented the rules of *al-muhafadhah 'alal qadimis shalih wal akkhdu bil jadidil ashlah*. As *al-muhafadhah alal qadimis shalih*, pesantren continue to maintain the teaching of the “kitab kuning” as the main intellectual basis in their curriculum. “Kitab kuning”, which consists of classic scientific works in religious knowledge, such as hadith, fiqh, tafsir, etc., has become a valuable heritage that has been guarded and taught from generation to generation. This reflects the Islamic boarding school's commitment to maintaining the authenticity and depth of Islamic scientific traditions. On the other hand, as *al-akkhdu bil jadidil ashlah*, pesantren have also innovated by implementing student entrepreneurial behavior development programs.

The independence of pesantren allows this institution to remain relevant amidst increasingly complex social and cultural changes as well as rapidly developing advances in science and technology. This gives pesantrens the power and flexibility to design, establish and implement policies that are in accordance with the vision, mission, goals and strategies of education and the religion they adhere to. Islamic boarding schools can also adapt to developments in society and utilize their potential in carrying out these tasks (Imam, 2017: 53).

Pesantrens have a very big responsibility in supporting the development of the nation and state, especially in the context of realizing the goals of National Education as stated in UUD 1945. One of the main goals of National Education is to make the life of the nation intelligent. This includes the intellectual, emotional and spiritual development of society.

Pesantrens as traditional educational institutions have a crucial role in educating the nation's life. They play an important role in providing a strong religious education, which is the moral and spiritual foundation for society. Apart from that, Islamic boarding schools also prepare students with extensive skills and knowledge in various fields, including religious knowledge, so that they can contribute positively to the country's development.

Apart from intellectual aspects, education at pesantrens also pays great attention to emotional and moral aspects. Santri are taught the values of kindness, honesty, tolerance and strong leadership. Thus, pesantrens help create individuals who are not only intellectually intelligent, but also have good character and become valuable assets in building a quality society.

In carrying out their responsibilities, pesantrens must always strive to produce graduates who have high quality, both in terms of "hard skills" (technical skills) and "soft skills" (social and personality skills). In this way, they will be able to play an active role in advancing the country and realizing the vision of Indonesian National Education which prioritizes superior quality human resources and noble morals. Pesantrens, as an integral part of the Indonesian education system, have a significant role in achieving this goal.

Entrepreneurship education has a very crucial role in shaping the nation's character, especially in facing rapid and dynamic changes in this modern era. More than just providing business skills, entrepreneurship education should be seen as an integral part of character education which aims to build the character of individuals, including students, from an early age so that they are ready to face changes and challenges in the future. Epistemologically, entrepreneurship is basically the ability to think creatively and behave innovatively which is the basis, resource, driver, goal, strategy and guide in facing challenges in life. An entrepreneur is an individual who has a high level of creativity and innovation, and has strong managerial skills, a deep understanding of business, and aims to establish a new business.

Regarding the issue of entrepreneurship among pesantrens, there has actually been a lot of research conducted by previous researchers. This is due to the fact that this problem is not new in the context of Islamic economics. However, when we relate it to the management of pesantrens salaf in fostering the entrepreneurial behavior of their students, especially in the case of the Pesantren Kanzul Ulum and the Pesantren an-Nida in Cirebon City, this becomes an interesting point of view and has not been widely researched.

The Pesantren Kanzul Ulum and the Pesantren an-Nida have the same main focus, namely maintaining their salafiyah characteristics in the context of an ever-growing industrial society. Both stand out as pesantrens salaf that are persistent in maintaining their identity and traditional values, while remaining competitive in an ever-changing modern world. One of the approaches emphasized by these two pesantrens is the development of independence education. This concept has been an integral part of pesantren traditions for a long time, where students are taught to be independent individuals and able to manage themselves and their own resources. This is especially relevant in the context of today's industrial society, where independence and entrepreneurial skills are essential.

This research will examine the management of the two pesantrens in detail; from preparing learning plans, learning processes, to controlling (supervision) and good and continuous supervision (Sukarna, 2011:10). How are management aspects carried out by the two pesantrens?

### **Literatur Review**

The role of traditional pesantren in shaping students' entrepreneurial behavior has been a subject of increasing academic interest. Traditional Islamic boarding schools, known as pesantren, have long served as institutions for religious education while also imparting practical skills relevant to economic self-sufficiency. This literature review explores existing studies on the management of traditional pesantren and its influence on entrepreneurship among students.

Pesantren have historically functioned as centers of Islamic learning, but in contemporary contexts, they have also embraced vocational and entrepreneurial training (Zarkasyi, 2010). Studies highlight that pesantren often integrate traditional religious curricula with skill-based training programs, such as farming, handicrafts, and small-scale trading (Azra, 2015). This dual approach equips students with both theological knowledge and practical skills necessary for economic independence.

Entrepreneurial education within pesantren is often informal and experiential. Research by Suprayogo (2018) suggests that students engage in business-related activities through pesantren-owned enterprises, such as cooperative stores, agriculture, and livestock businesses. These initiatives expose students to business management, financial literacy, and customer relations, fostering an entrepreneurial mindset.

According to Rahman (2020), successful pesantren-based entrepreneurial programs share common characteristics, including mentorship by kyai (Islamic scholars), community involvement, and sustainability-focused business models. The kyai play a crucial role in instilling ethical business practices, ensuring that entrepreneurship aligns with Islamic principles.

While pesantren have made significant contributions to entrepreneurial education, several challenges persist. Studies indicate that limited financial resources, lack of structured business curricula, and resistance to modernization hinder the effective implementation of entrepreneurship programs (Mujani & Ridwan, 2021). Additionally, pesantren often struggle with balancing religious teachings and commercial activities, as some traditionalists view business endeavors as a potential distraction from spiritual growth.

Literature on best practices suggests that pesantren can enhance their entrepreneurial education through structured training modules, collaboration with external business entities, and government support. Implementing business incubation centers within pesantren can provide students with real-world experience while fostering innovation (Hidayat & Fauzan, 2022). Furthermore, leveraging digital platforms for entrepreneurial training can bridge the gap between traditional education and modern business practices.

#### **A. METHOD (500 - 1000 words)**

This research uses a qualitative approach, the method used is the case study method, data collection techniques using interviews and observation, the research location is at the Pesantren Kanzul Ulum and the Pesantren an-Nida, the data is analyzed qualitatively. The research steps are data collection, data analysis, and narration or presentation of research results. For data analysis, a thematic analysis approach is used, with the following steps: Data Reduction, Filtering and grouping relevant data, Categorization, Identifying the main themes related to management and entrepreneurial development, Data Presentation, Compiling research results in the form of narratives and patterns of findings., Drawing conclusions Formulate effective strategies used by pesantren in fostering an entrepreneurial spirit in students.

## C. RESULT AND DISCUSSION

This research revealed a number of important aspects in the implementation of management in the two pesantrens which were the focus of the study. Various managerial dimensions, from planning, organizing, implementing, to monitoring, have been identified and analyzed in depth. Following are the results of these findings:

### 1. *Planning for Santri Entrepreneurial Behavior Development*

The Pesantren Kanzul Ulum and the Pesantren an-Nida are two cases of educational institutions that respond to the demands of the times which demand a multi-talented generation. These pesantrens have initiated an integrative curriculum approach to meet the needs of a more holistic education. However, they have a different approach in linking Islamic scientific education with fostering entrepreneurial behavior among students.

Pesantren Kanzul Ulum has chosen to implement an integral curriculum. In this curriculum, Islamic scientific education and entrepreneurial behavior development are integrated in a way that links religious concepts with applications in business and everyday life. This creates a close connection between religious values and entrepreneurial skills in forming the character of students. This approach creates a deeper understanding of how Islamic principles can be applied in the business world.

On the other hand, the Pesantren an-Nida has chosen to implement an integrated curriculum. In this curriculum, Islamic scientific education and entrepreneurial behavior development are also integrated, but within a more structured framework. The entrepreneur program is integrated into the Islamic boarding school business which stands as a structurally independent institution. This creates centralized management under the Islamic boarding school business director, which facilitates the development of student entrepreneurs.

This difference in approach reflects variations in the way educational institutions integrate religious education with the development of entrepreneurial skills according to the conditions and location of pesantrens. The Pesantren Kanzul Ulum chooses a more flexible and cultural approach, while the pesantren an-Nida applies a more structured approach. Even so, the aim of both remains the same: to form students who have a deep understanding of religious values and entrepreneurial skills, so that they can become successful individuals with integrity in society. Overall, these two pesantrens provide an example of how an integrative curriculum can combine religious education and entrepreneurial development in order to equip the next generation with relevant skills in an ever-changing era.

### 2. *Organizing System for Santri Entrepreneur Development*

The development of student entrepreneurial behavior at the Pesantren an-Nida and the Pesantren Kanzul Ulum has significant differences in terms of organization and implementation. This difference reflects the diversity in approaches to education and entrepreneurial development in various pesantrens in Indonesia. On the one hand, differences can be seen in the organization of the program. Pesantren Kanzul Ulum applies an approach that involves caregivers as central stakeholders in

curriculum development and management of coaching programs. Caregivers have a primary role in designing, planning, and directing this program.

On the other hand, the Pesantren an-Nida has a different approach to organizing. The student entrepreneur development program at the pesantren focuses more on collaboration between caregivers and the business director of the Pesantren an-Nida. He actively discussed with the business director and pesantren administrators in making decisions regarding this program. The caretaker does not participate directly in monitoring, but simply discusses it with the business director, who is also his own wife. This creates a unique dynamic where entrepreneurial coaching is more delegated to the business director.

Furthermore, differences emerged in program implementation. Pesantren an-Nida emphasizes dialogue and collaboration between caregivers, business directors, pesantren administrators, and business administrators in regular meetings to discuss the development of the entrepreneur development program. This creates a collaborative framework that allows various parties to be involved in developing students. At the Pesantren Kanzul Ulum, program implementation is more focused on the guidance of caregivers. In this case Kanzul Ulum looks simpler. These differences reflect the diversity in pesantren education methods in Indonesia and show that each pesantren has a unique approach according to its own vision and values.

The difference in approach in fostering student entrepreneurs between the Pesantren Kanzul Ulum and the Pesantren an-Nida is reflected in the extent to which direction and guidance is provided by the authorities. At the Pesantren Kanzul Ulum, a more focused approach to the direction of pesantren caregivers is the main characteristic in implementing this program.

### *3. Approach to Implementing Santri Entrepreneur Development*

Pesantrens Kanzul Ulum and an-Nida have a unique approach to involving their students in business activities. The students are given in-depth knowledge about the basics of business, business planning. One of the main components of the entrepreneurial development approach at the Pesantrens an-Nida and Kanzul Ulum is directly involving the students in the pesantren business. This concept involves students in the practical aspects of planning, implementing and managing businesses that run in the Islamic boarding school environment. By participating in the pesantren business, students not only gain theory about business, but also get a real feel for the dynamics of daily business.

Kanzul Ulum, for example, encourages his students to be involved in the agricultural, livestock and fisheries sectors. This approach directs students to develop skills and knowledge in the agricultural sector, understand the planting-growing-harvest cycle, and care for livestock. This not only equips them with practical knowledge, but also teaches them the importance of the connection between humans and nature. Meanwhile, an-Nida adopts an approach that focuses more on utilizing fabric waste. Santri at an-Nida not only receive learning in the classroom and mosque, but are also actively involved in business fields related to processing fabric waste into valuable products. This approach hones students' creativity in designing and producing various products that have benefits and selling value.

These two approaches show diversification in involving students in business activities within the pesantren environment. The Kanzul Ulum approach places more emphasis on developing agricultural and livestock skills, while the an-Nida approach focuses on fostering creativity and skills in the field of utilizing fabric waste. Both have the same goal, namely equipping students with relevant skills and encouraging them to have broad insight and sensitivity to the business opportunities that exist around them. In this way, students not only gain theoretical knowledge, but also have practical skills that are useful in facing the real world after leaving the pesantren environment. Both the Kanzul Ulum and an-Nida have implemented a direct entrepreneurial development approach in an effort to prepare students to become individuals who have strong entrepreneurial abilities. This approach includes a series of activities and methods that support the development of an entrepreneurial spirit in students.

#### *4. Controlling Patterns in Developing Santri Entrepreneurial Behavior*

The controlling pattern implemented in the two pesantrens, the an-Nida and the Kanzul Ulum, really depends on the organizational system of each pesantren. These two pesantrens have different approaches to implementing control, which is in accordance with their organizational structure and philosophy.

At the an-Nida, the control system is implemented through the role of the pesantren business director. The pesantren business director has the responsibility to supervise and guide the students in developing entrepreneurial behavior. Through this role, pesantren caregivers ensure that the educational programs provided are in accordance with the pesantren's vision and goals. In this case, controlling is carried out more centrally, with the role of the business director as the main supervisor.

Meanwhile, at the Kanzul Ulum, the controlling approach tends to be more direct and flexible. Pesantren caregivers, in this case, are actively involved in field supervision. They may be directly involved in monitoring the development of students' entrepreneurial behavior and taking appropriate steps to ensure the achievement of educational goals. Sometimes, caregivers at Kanzul Ulum also have the authority to formulate new policies that are in line with the development of the Islamic boarding school and fostering entrepreneurial behavior among students.

These two approaches reflect different ways of implementing controlling, which are related to the organizational structure and organizational culture of each pesantren. Even though the approaches are different, the goal remains the same, namely ensuring that the development of student entrepreneurial behavior is effective in accordance with the pesantren's values and goals.

#### *5. Obstacles and Solutions*

The obstacles faced by Pesantren an-Nida and Pesantren Kanzul Ulum in their efforts to foster the entrepreneurial behavior of their students can be divided into two main categories: internal constraints and external constraints. Internal constraints are factors that are directly related to the structure and operations of the pesantren organization itself. Pesantren Kanzul Ulum, for example, faces a number of internal obstacles that influence the development of entrepreneurial behavior among its students.

## CONCLUSION

The management of pesantrens salaf in fostering entrepreneurial behavior among santri at Kanzul Ulum and an-Nida is generally quite in accordance with theoretical concepts. Even though there are still some things that are lacking or sometimes exceeded, this is a unique feature for pesantren salaf in implementing educational management in developing students' entrepreneurial behavior. Objectively, this can be called a characteristic of the traditionality of pesantrens salaf. The management of traditional pesantren in fostering entrepreneurial behavior among students is a dynamic and evolving process. Traditional pesantren play a vital role in shaping students' entrepreneurial skills by integrating religious teachings with practical business experiences. While pesantren have successfully implemented entrepreneurial programs, challenges such as limited financial resources, resistance to modernization, and balancing religious values with business activities remain significant. However, through structured training, community engagement, and collaboration with external stakeholders, pesantren can continue to cultivate entrepreneurial behavior effectively. Future research should focus on innovative strategies to enhance pesantren-based entrepreneurship education, ensuring its sustainability and alignment with modern economic demands.

## REFERENCES

- Dewey, John. 2004. Pendidikan Berbasis Pengalaman, Terj. Hani'ah, Jakarta: Teraju.
- Undang-undang (UU) Nomor 18 Tahun 2019 tentang Pesantren
- Terry, George R dan Rue, Leslie W. 2005. Dasar-dasar Manajemen. Jakarta: Bumi Aksara.
- Sukarna. 2011. *Dasar-dasar Manajemen*. Bandung: CV. Mandar Maju.
- Syafe'i, Imam. 2017. "Pondok Pesantren: Lembaga Pendidikan Pembentukan Karakter" dalam *Jurnal al-Tadzkiyah*, Vol 8:1.
- Azra, A. (2015). Pesantren and the Development of Islamic Education in Indonesia. Jakarta: LP3ES.
- Hidayat, R., & Fauzan, A. (2022). Digitalization of Pesantren Entrepreneurship: Opportunities and Challenges. *Journal of Islamic Economics*.
- Mujani, W., & Ridwan, N. (2021). Barriers to Entrepreneurship in Traditional Islamic Boarding Schools. *Islamic Economic Review*.
- Rahman, M. (2020). The Role of Kyai in Shaping Entrepreneurial Behavior among Pesantren Students. *Journal of Islamic Studies*.
- Suprayogo, H. (2018). Entrepreneurial Learning in Indonesian Pesantren. *Islamic Education Journal*.
- Zarkasyi, A. (2010). Pesantren as an Agent of Economic Change. Bandung: Mizan.